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well as the justification for adopting one approach over another.

In these turbulent times, where there are ever-increasing prescriptive assessment policies and seemingly dwindling academic autonomy to design assessment tasks, what features of assessment drive legal educators to choose traditional assessment or authentic assessment? Is the wheel turning a circle in favour of traditional assessment?

The assessment practices in criminal law at the Queensland University of Technology (QUT) will be completely overhauled in 2015, and as a case study, the traditional and authentic assessment practices utilised in this unit will be traced over the past 20 years, and the journey forward will be illuminated.

**Dr Kelley Burton** is a Senior Lecturer at the School of Law, Queensland University of Technology (QUT). Since 2000, she has taught 11 undergraduate core law units spanning across all year levels of the law degree, including skills based units. Her outstanding teaching and learning performance and ongoing efforts in supporting innovative ways of learning have been recognised by many teaching awards. Kelley took maternity leave in 2011 and 2013.

In 2009, Kelley was the first student to complete a PhD in Law at USQ. Kelley's thesis entitled "A Principled Approach to Criminalisation: When Should Making and/or Distributing Visual Recordings be Criminalised?" takes a principled approach to examining the criminalisation of making and/or distributing visual recordings by exploring constructs of privacy, harm, morality, culpability, consent, punishment, social welfare and individual autonomy.

Kelley has co-authored three texts on criminal law, which have been designed to provide a thorough grounding on the fundamental principles of criminal law; provide criminal law students in Queensland and Western Australia with instant and worthwhile feedback on how to apply the criminal law to problem-based questions; encourage critical thinking and drive curiosity about how the criminal law could be continuously improved. The citations of the texts are: K Burton, T Crofts and S Tarrant, *Principles of Criminal Law in Queensland and Western Australia*, Thomson Reuters, Sydney, 2011. T Crofts and K Burton, *The Criminal Codes: Commentary and Materials*, 6th edition, Thomson Reuters, Sydney, 2009. K Burton & G Mackenzie, *Butterworths Questions and Answers: Criminal Law in Queensland and Western Australia*, LexisNexis Butterworths, Australia, 2006.

Kelley's current research interests include the scholarship of teaching, authentic assessment, criterion-referenced assessment and assessing skills.

### **A Statutory interpretation Experience: Putting the SEX into statutory interpretation**

**Professor Des Butler, James Duffy & Dr Elizabeth Dickson**

With the growing proliferation of statute laws, the skill of statutory interpretation is an increasingly important aspect of legal practice. Despite this importance, statutory interpretation can be a challenging area of law to teach to undergraduate law students, who may find the topic dry and disengaging when taught through traditional methods. Such disengagement may adversely affect knowledge retention, particularly if the material is taught in the first or

second year of study and not explicitly reinforced in subsequent years. Concern over the present standard of statutory interpretation skills being exhibited by practitioners, has prompted the Chief Justice of the Supreme Court of Queensland to contact law schools, enquiring how and to what extent statutory interpretation is being taught.

This paper will discuss Indigo's Folly, a blended learning experience which includes on-line multimedia such as Second Life machinima videos, quizzes, real and simulated legislation and other documents. Indigo's Folly was designed to promote student engagement and increase cognition of statutory interpretation principles. Just as importantly, it was designed to make the teaching of statutory interpretation more interesting – to "bring the sexy back". Strategies for reinforcement of statutory interpretation will be identified and overall student reaction to the project will be canvassed.

**Professor Des Butler** is a Professor of Law at the Faculty of Law, Queensland University of Technology, where he served as Assistant Dean, Research (1997-2002). He has developed technology-based programs for enhancing the learning of law since 1990 and has now created or led the creation of 15 separate teaching innovations. He has received numerous awards for his work, including a Vice Chancellor's Award for Excellence and Distinguished Teaching Award, a Carrick Institute Australian Award for Teaching Excellence and the inaugural Lexis-Nexis/Australasian Law Teachers Association Award for Excellence and Innovation in the Teaching of Law in 2008. He was awarded an ALTC Teaching Fellowship in 2009.

**James Duffy** is a lecturer at the Faculty of Law, Queensland University of Technology. He teaches in first year and final year law subjects, including Introduction to Law and Alternative Dispute Resolution. James researches into ADR, Non-Adversarial Justice and the Law/Psychology nexus. James was a joint winner of the Lexis-Nexis/Australasian Law Teachers Association Award for Excellence and Innovation in the Teaching of Law in 2013.

**Dr Elizabeth Dickson** is a Senior Lecturer at the Faculty of Law, Queensland University of Technology. She is the Law School's First Year Coordinator and co-coordinates the introductory law unit, Legal Foundations A.

### **Judicial Anxiety: International law's protection of human rights in the domestic arena**

**Julie Cassidy**

The enforceability of international law in the municipal arena continues to be somewhat of a mystery. Australian judges in particular appear uncomfortable with the application of international law in the domestic courts, and struggle to somehow justify its use. Kirby relatively recently noted 'that "anxieties" appear to exist in the attitudes of many Australian judges ... so far as international law is concerned.' This has led to an inconsistency in judicial practice in the application of international law in Australia. Further, both conventional and customary international laws have proven to be vulnerable sources of human rights protection in Australia. This is highlighted through a number of examples,